

Using video material in teaching a foreign language in institutions

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ABSTRACT

This article deals with the use of video material in teaching a foreign language in institutions. The aim of this article is to study the effectiveness of foreign language teaching with video. The relevance of this article is that the use of video material in English classes forms the communicative competence of students, their language skills.

Keywords: communicative competence, education, motivation, online resource.

1. INTRODUCTION

Teachers of a foreign language of higher education are faced with the task of increasing the motivation of students to learn a foreign language, stimulating them to study language material independently. It is a well-known fact that it is a motivation that affects the effectiveness of teaching foreign languages.

It is crucial to instill in students a desire to understand "someone else's speech" by ear, to contribute to the development of cultural and regional competence.

Indeed, the acquisition of a foreign language is not only speaking but also the perception of the interlocutor's speech by ear [1].

To this end, teachers are trying to familiarize students with watching videos in a foreign language. Often these are videos about the life of the countries of the language being studied and their scientific achievements.

Watching videos acts as an independent type of communicative activity, the motive of which is to understand by ear information in the language being studied. Video in this role is widely used for educational purposes.

Pedagogical experience shows that independent work with the use of video materials broadens the students' linguistic horizons, helps to understand better the history and culture of the language studied, the traditions and customs of the people. Independent work is aimed at creating professional competencies and increasing the creative activity of students. Thus, through the use of video material, students develop linguistic, sociocultural competence.

The effectiveness of teaching a foreign language using video lies not only in the selection and presentation of video material but also in the proper organization of independent work. The proper organization of independent work is one of the vital didactic-organizing problems and the main component of university teaching foreign languages [2].

When working with a video, it is allowed to use textbooks, dictionaries, grammar guides that help analyze the video.

Learning English using movies helps learners remember new vocabulary better. Furthermore, work with tasks in English, before and after watching videos, is aimed at improving communicative competence. Having mastered communicative competence, one can freely speak a foreign language [3].

It is recognized as undeniable that watching videos is one of the most effective ways to learn a foreign language.

Firstly, the videos represent the live speech of native speakers. When we watch films in English, we get information as it is.

Secondly, watching videos in a foreign language increases the level of the language, enriches the vocabulary.

Thirdly, the video materials introduce the language of facial expressions and gestures, the style of relations, and the realities of the country of the language being studied.

To date, videos in foreign languages can be found thanks to online resources. The modern educational process of learning is characterized by the primary position of information and the practical use of well-known sources of the Internet.

Among the most popular educational Internet resources is www.ello.org, which implements a comprehensive program for the development of communicative skills and universal educational activities. It is the general education competencies that represent the main component of the modern English language course. This resource is engaging in that it contains videos of various subjects and degrees of difficulty from Elementary to Proficiency. The videos are mainly aimed at expanding vocabulary and learning English idioms. The advantage of this resource is that after watching the video, learners can consolidate their knowledge using the interactive quiz [4].

Another modern resource is englishcentral.com. The advantage of this resource is that the videos are divided into three difficulty levels: Beginner, Intermediate and Advanced. All videos are accompanied by subtitles. The advantage is that learners can learn about the meaning of a new word in English by clicking on it with the cursor. After watching the video, learners must fill in the words omitted in the subtitles and recognize them by ear. Then learners need to listen to the phrase and repeat it into the microphone. This way, they can check how well the new vocabulary is remembered from the video.

Another internet resource would be engvid.com. It is one of the most popular resources for learning English among students around the world. It is suitable for students from Pre-Intermediate and above. The submission of video material is accessible and exciting. Here is a video for practicing pronunciation, for expanding vocabulary and grammar material, and preparing for international exams. After almost every video, a test is given to check the learned material.

Exciting lectures on various topics are offered by the resource ted.com. This resource is suitable for students with a level not lower than Intermediate. The disadvantage of this resource is that there is no division by difficulty level. However, the plus is that learners can choose a movie of any duration. Moreover, this resource allows learners to hear "live" English from ordinary people. Often, the heroes of the video are entrepreneurs, famous scientists, politicians, businessmen, actors who discuss issues of modern technology and innovation, business, culture. A transcript (text) is also attached to the video. During playing the video, the program will automatically highlight the words spoken by the speaker, which will significantly help those who find it difficult to perceive English by ear.

2. CONCLUSION

We can conclude that the use of video both in an English lesson and in after-hours helps to solve several didactic problems:

- a) develop listening and listening skills;
- b) improve the skills of monological and dialogical utterances, based on viewing linguistic material;
- c) replenish the lexical stock of modern English;
- d) get acquainted with the peculiarities of culture and traditions of the country of the language being studied.

So, using the video material at the foreign language lessons at the university, teachers can make the English lesson useful and exciting, thereby increasing the motivation of students.

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